**Lesson Plan Format**

**Teacher Candidate \_\_\_Sarah Marchman \_\_ Grade Level \_\_\_6\_\_\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The goal of this unit is to help students understand the contributions of ancient societies to today’s societies, helping them to understand one of the reasons we study history. Students will be able to discuss how Ancient Greek communities contributed to modern day society, as well as similarities and differences between Ancient Greek communities and their own communities.

DODEA Social Studies Standard:

6SSK4: Students frame questions that can be answered by historical study and research.

DODEA ELA Standard:

6E2b.8: Write or deliver research reports developed using a systematic research process that defines the topic, gathers information, determines credibility, and reports findings.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students know how to gather data to include in an information report/presentation. They have written reports and given informal presentations before.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will recognize the difference between good and bad presentations and be able to construct a good presentation from the information they have gathered during their research time.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will work in groups to produce a presentation in one of the following formats: tri-fold board, newspaper, or news broadcast/documentary. The presentation must be based on the research they have conducted throughout the week. Students may be allowed to produce an alternate presentation at the teacher’s discretion. Presentation will be assessed based on a rubric created by the class.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Sample presentations (<http://www.youtube.com/watch?v=qUWWPSxixRY> , Athens and Sparta power point, and sample tri-fold board)

Essential questions posted at the beginning of the unit

Chart paper

Writing implement

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Concept development will be used with this lesson because we will be looking at already prepared sample presentations and discussing whether they are good or not so good presentations and what makes them good or what could be improved.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will show a brief segment of a documentary on democracy in Ancient Greece (<http://www.youtube.com/watch?v=qUWWPSxixRY>). Then as a class we will discuss the video in terms of it as a type of presentation.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. After the initiation, I will show a couple more sample presentations, including a power point presentation and a tri-fold board (which will be an example of a sloppy, hastily thrown together, poor presentation). As a class, we will discuss each of the presentations and decide whether they are good presentations or if they could use some improvement.
2. Once we have figured out which presentations are good and which could use improvement, we will discuss what about the presentations make them good, or what could be improved. I will record their observations on chart paper to refer back to later. If the students do not come up with the idea of plenty of accurate information on their own, I will make sure to introduce it myself.
3. Next, I will point out to the class the essential questions that have been posted since the beginning of the unit. We will read through them together. We will also briefly review the types of presentations that the students can choose from for their final presentation.
4. Based on the essential questions and presentation types, we will discuss what types of things we would expect to see in a good presentation for our class. We will also discuss working together as a group and being a good group member. As a class, we will develop a rubric based on these expectations.
5. The students will be released to go work in their groups, and directed to discuss with their group members which type of presentation they would like to do.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

I will give the students 10 – 15 minutes to discuss in their groups. Then, I will walk around and take note of what type of presentation they are planning to do and discuss with them briefly what their ideas for their presentation are.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | ADHD  IEP | I can provide the student with printed out copies of the slides to look at while we are discussing the power point presentation.  Students are working in groups, so group members will be able to help the student stay on task. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?